

Examine Instruction

At this step the teachers identified their problem of practice as requiring more skill based cycles of instruction. This became one the most challenging steps for teacher teams because they continued to reevaluate instruction, assess instruction and modify instruction. However, the core team realized that the true problem of practice was not the implementation of instruction but the development of student independence and self-monitoring. Since students were not provided with opportunities to self-monitor and build upon their own ideas without teacher support or guidance they had difficulty progressing. Several of these students were identified as “stalls”. This unexpected shift was brought to the attention of the Core Team by the review of team agendas, classroom observation, data analysis, curriculum map reviews and visiting team discussions.